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ABSTRACT

An opinion survey was conducted by the South Carolina Advisory Council on Vocational and Technical Education in spring, 1982, to determine the attitude of the public toward vocational and technical education in South Carolina. A questionnaire was developed and distributed through college administrators to 500 persons, 60 percent of whom were serving on advisory bodies for vocational and technical education programs. Results included the following: (1) the public held both vocational and technical education in very high esteem, with no appreciable difference in rating the two types of education; (2) both the technical college programs and the vocational education programs were thought to be meeting the skill training needs of industry; (3) although no changes in program content were proposed, additions to the programs were suggested by more than one-fourth of the respondents; (4) the public was not aware of any great obsolescence or inadequacy in tools or equipment used in the programs, unless they were closely connected to educational institutions; (5) most of the respondents thought that cooperation between the educational programs and business/industry was either completely or partially adequate; and (6) there was a strong and persistent belief that some vocational skill should be an additional requirement for graduation from high school. The Advisory Council decided that the opinion survey of 500 persons was a workable tool for gathering information. (KC)

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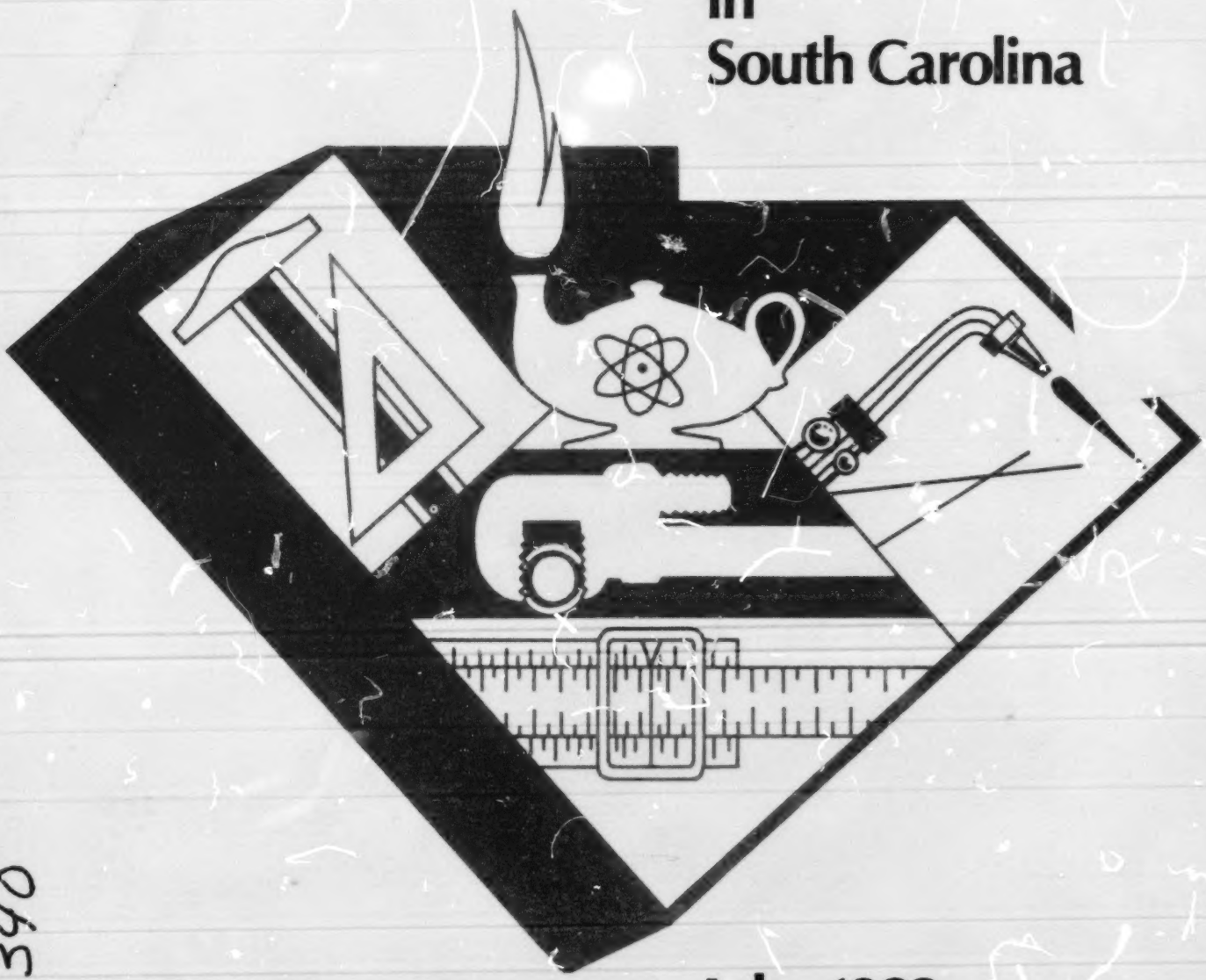

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WHAT THE PUBLIC SAYS
ABOUT
VOCATIONAL/TECHNICAL EDUCATION

July 1982

South Carolina Advisory Council
on Vocational and Technical Education

2221 Devine Street, Suite 420
Columbia, S. C. 29205

Mr. Martin Black
Chairman

Dr. Robert H. White
Executive Director

SUMMARY

This is a report of an opinion survey of five hundred (500) persons, two-thirds of whom were not in education, during the early Spring of 1982. The State Advisory Council ventured into this method of obtaining public opinion to supplement citizen participation at their meetings, all of which are open to the public.

Generally, the public was favorably impressed with the programs of vocational education and technical education. They were not as satisfied, however, that the public knew much about these educational programs. If it were up to these people, there wouldn't be many changes in the programs currently offered, but there would be some vocational or technical education programs added to those currently available.

A majority of all who responded thought that a vocational skill should be a requirement for graduation from High School. This held true for all groups, whether in education or business, male or female, college graduate or high school graduate, except for those who had less than a high school diploma level of education.

About sixty (60) percent of the persons were members of either a vocational or a technical education advisory committee, or a member of both. These persons were very strong in their opinion that they knew what their committee was supposed to do, and that it truly represented business and industry. The advisory committee members were also satisfied with the advice they had provided during the past year.

Other questions were asked and the answers analyzed and reported in the complete report. The data from the five hundred (500) completed returns were analyzed according to the many sub-groups obtained from the personal characteristics section of the survey form.

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INTRODUCTION

During the early Spring of 1982, the State Advisory Council designed a questionnaire which could be completed by members of the public to provide feedback from the public to the State Advisory Council. The intent was to broaden public input to the Council's information process.

The questionnaire was developed, field tested, then offered to administrators in the vocational education centers and technical colleges to use on a voluntary basis. The questionnaire could be used in any advisory committee meetings or public meetings scheduled during National Vocational Education Week. A letter of endorsement was signed by Governor Riley, and a copy of the endorsement was sent with each packet of blank questionnaires supplied by the Council.

Administrators of each of the technical colleges and vocational education centers were encouraged to request copies of the blank form if they thought it could be used at their scheduled meetings or otherwise distributed. The administrators were urged to distribute the forms at their meetings, collect the completed forms, and mail them back to the Advisory Council office.

The responsibility of the Council, upon receipt of the completed forms, was to analyze the information and make this available to the Council members and other appropriate groups.

The first mailing of materials, including one copy of a blank questionnaire, was made approximately January 30, 1982. Subsequent mailings of requested forms and awaiting return of the completed forms continued throughout February and March of 1982.

When it was apparent that forms were no longer being received by the Council, attention was turned to the matter of processing the collected data. Dr. Ken Kyre, on the staff of the State Board for Technical and

Introduction (Continued)

Comprehensive Education, offered to work with the Council staff in the processing of the forms. Dr. Kyre subsequently provided technical assistance and provided computer tabulation and cross-analysis of the data. After the forms were assigned identity numbers and edited, Dr. Kyre provided data input and necessary program manipulation. Dr. Kyre arranged for hard-copy print-out of the data arrayed and factored according to the directions given by the Council staff. The Council gratefully acknowledges the assistance provided by Dr. Ken Kyre.

CONCLUSIONS

1. The public held both vocational education and technical education in very high esteem.

2. Generally, respondents thought that the public knew more about the technical education programs than about the vocational education programs.

3. Members of the public gave higher scores to "How well the public knows about vocational and technical education" than did the educators. (The public may know more about vocational and technical education than the educators think they do.)

4. There was no appreciable difference in the respondents' opinion about the vocational education programs and the technical education programs.

5. Both the technical college programs and the vocational education programs were thought to be meeting the skill training needs of industry, and there was strong evidence of satisfaction with the programs offered.

6. While there was no willingness to delete or substitute any of the present programs, over one-fourth of the respondents offered suggestions for additional courses or programs that should be added. These suggestions were compiled and will be provided to program administrators in those geographic areas.

7. The public was not generally aware of any great obsolescence or inadequacies in the tools and equipment, except those persons most closely involved with the programs, such as educators and advisory committee members.

Conclusions (Continued)

8. Most of the respondents thought that cooperation between the educational programs and business/industry was either completely or partially adequate. Despite this expressed satisfaction, the respondents thought more advice should be obtained from business/industry by the vocational and/or technical educators and that there could be more assistance from business/industry.

9. There was a strong and persistent belief that some vocational skill should be an additional requirement for graduation from high school. This majority opinion cut across all geographic areas that reported and across all other sub-groups within the study.

10. Sixty percent (60%) of all the respondents were members of a vocational or technical education advisory committee. They were extremely positive that they knew what their committee should be doing; that their committee properly represented business or industry; and were satisfied with the advice their committee had provided.

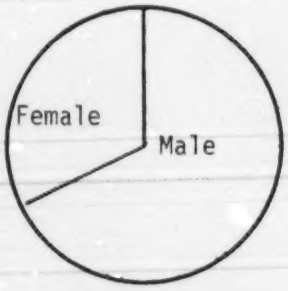
11. This method of obtaining citizen opinion and feedback worked exceptionally well for the State Advisory Council in 1982. In addition to obtaining the opinion of five hundred (500) persons on a number of topics, seventy (70) persons submitted other concerns or issues which will be considered by the Council.

CHARACTERISTICS Of RESPONDENTS

Five Hundred (500) persons took the time to complete the survey form, of which sixty-eight percent (68%) were male and thirty-two percent (32%) were female.

CHART I

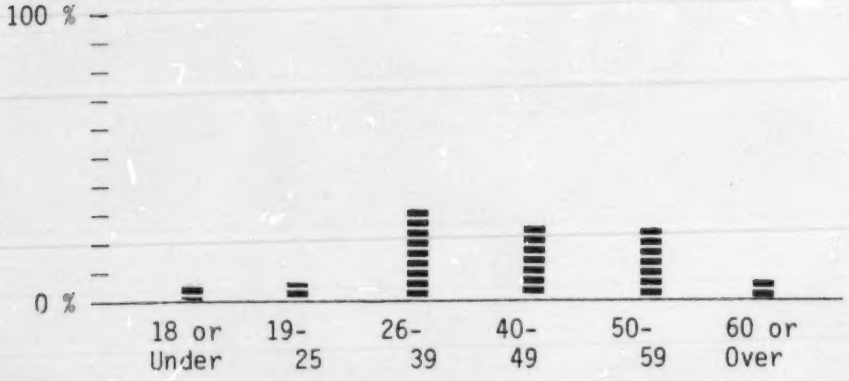
Male - Female Composition of Respondents



Anticipating that the replies received on various questions might be influenced by age, the respondents were asked to indicate their age by marking one of six age groups. The distribution of persons by age group is shown in Chart II. The youngest and oldest age group represented five (5) and eight (8) percent, with most of the respondents being roughly equally divided in the three age groups from 26 to 59. See Table I.

CHART II

Percent Of Respondents by Age Group

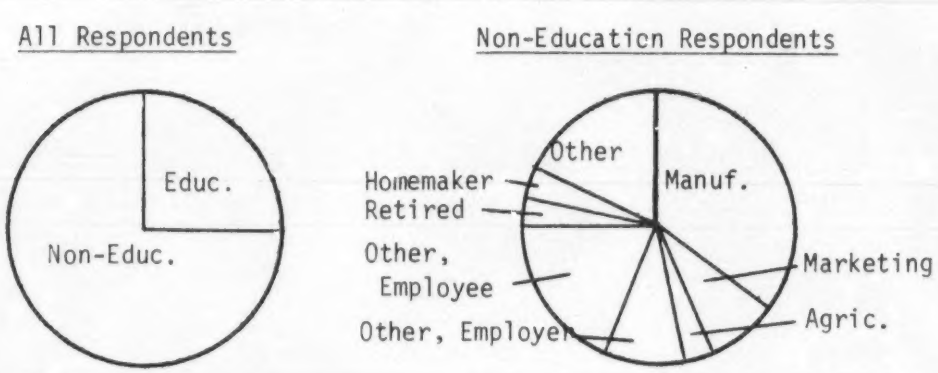


Also as part of the personal characteristics information, the respondents were asked if they were associated with a local school district, technical education college, other educational institution, or not primarily associated with education. Further breakdown was provided under each of those major categories.

The data in Table II show that three-fourths of all the respondents reported to not be employed by or associated with education. Of the remaining one-fourth, the majority of these (17.3% of total) were either administrators, instructors or students within a public school system. Less than ten (10) percent (9.7%) of all the respondents marked that they were an instructor in a public school.

Chart III

Employment/Occupation of Respondents



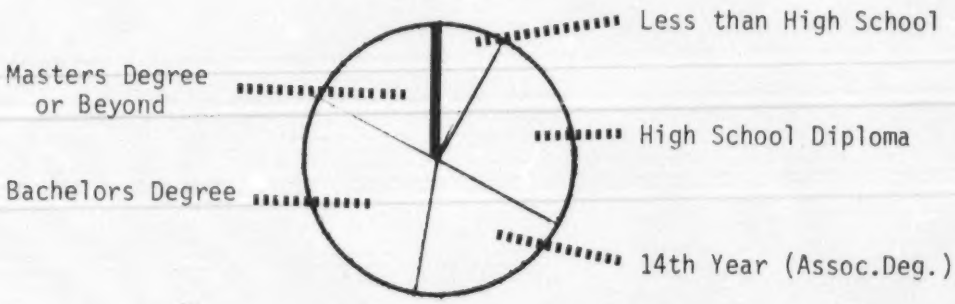
The largest single group of respondents to the survey were in the area of manufacturing, comprising 26.3% of the four hundred eighty-six (486) responses to this item. Table III gives the breakdown by employment category as used on this questionnaire. The second largest category of persons was that of "other business, self-employed." The sizable number of responses by persons who indicated they were in one of the non-education related categories offered evidence to the Council of the value of this approach to obtain opinions and/or information about these educational programs.

In the expectation that it would be of use to analyze the data according to the level of education completed by the respondents, the

questionnaire called for this information. Approximately three out of ten (29.9%) reported a four-year college degree, and about one-fourth (25.4%) reported that they were a high school graduate. There were a respectable number in each of the five educational levels offered on the form,with the data for each being displayed in Table IV. Chart IV depicts these data in pi chart form.

CHART IV

Educational Level Completed by Respondents



Another group of personal information questions asked the respondents about their experience and/or familiarity with vocational or technical education. Forty-four percent (44.2%) reported that they, or someone in their immediate family, had completed some vocational or technical education program. Only about seven percent (7.2%) indicated little or no familiarity with these programs. Table V shows the responses to the four categories by number and by percent. The reader should observe that these are not discrete categories, and respondents could mark one or more replies as appropriate.

RESPONSES TO QUESTIONS

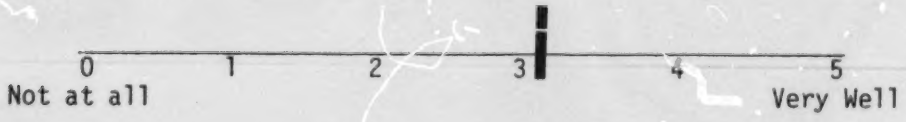
Several questions were posed to those who completed the questionnaire, where they were asked to record their opinion or impression on a scale of 0 to 5, where 5 was high, positive, or excellent, depending on the question, and 0 was negative. The responses to these questions were tabulated by calculating the weighted mean for each sub-group of respondents. The normal expectation being that many replies will tend to center about point 3 on the scale, 3 being an average kind of reply.

Public Knowledge of Voc/Tec Programs

The first question was "How well do you think the public knows about vocational education in your school district?" The weighted mean for the 494 persons who answered this question was 3.08, being only slightly toward the positive side of mid-point on the scale. When viewed by the two sub-groups of those in education and those not in education, those not in education averaged 3.4 versus 2.89 for those in education. See Table VI. In other words, persons in education believed vocational education is more obscure to the public than do those persons outside of education. Analysis by age groups, although there was noticable variation, showed no discernible pattern.

CHART V

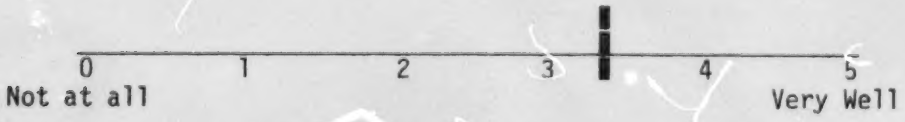
Public Knowledge About Vocational Education



A companion question to the one above asked respondents "How well do you think the public knows about the technical college programs in your area?" Like the previous question, it was indirect in that it asked the respondent to apply judgment to a larger group than just him/her self. The data for this question are shown in Table VII.

CHART VI

Public Knowledge About Technical Education



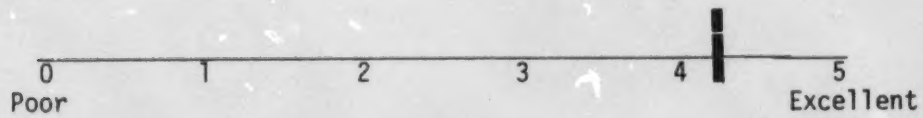
The mean score (where 5 is high) for the question concerning perceived knowledge of the technical college programs was 3.42, and those not in education averaged a higher score than those in education. The scores for the two age groups of up to age 25 was even higher than the average of all respondents. This may indicate that the technical education system is effectively targeting potential students with public information about their programs. The lowest scoring sub-group with a score of 3.19 were those persons on advisory committees for vocational education, although this can be mostly accounted for by one group of respondents who are geographically some considerable distance from the nearest technical college. Their sub-group mean score was 2.65, thus effectively lowering the weighted mean score for the vocational advisory committee group. All of these data are given in Table VII.

Personal Opinion of Voc/Tec Programs

The question was asked "How do you regard the vocational education programs?", and the respondent was forced to mark an answer from 0 to 5, with 5 being "excellent programs." The mean score for all those who responded was 4.18, a very high score. Of the sub-groups, females averaged a higher score (4.39) than males (4.09), and the education group (4.38) scored higher than non-education respondents (4.10). When viewed by age groups, interestingly those under 25 and over 60 scored the programs higher than did those between 26 and 59.

CHART VII

Opinion of Vocational Education Programs

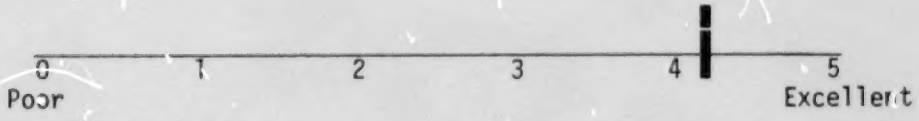


The most significant weighted scores in Table VIII, in the opinion of this writer, were the mean scores for respondents who were not educators or students, but persons who were in business or industry, homemakers or retired. It was possible to identify those geographic areas where the respondents were mostly advisory committee members or almost entirely not advisory committee members, then tabulate only the replies for the non-education group. As seen in the lower portion of Table VIII, non educators who were not advisory committee members scored the vocational education programs 4.24, a very positive rating on a scale of 0 to 5. This group of respondents were those that were not in education, were not even involved as advisory committee members, and thus should not have any vested interest in the programs.

The opinion of the respondents regarding the technical education programs is shown in Table IX. Overall, and with little variation from sub-group to sub-group, the scores show that the opinion of the technical education programs was very high, with a score of about 4.1 on a five point scale. The display of data by breakout of male/female, educator/non educator, age and advisory committee affiliation is shown in Table IX. Although not displayed in Table IX, there was more variation from geographic area to area than by any other type of possible analysis. The lowest mean score was 3.88 and the highest was 4.27, making all mean scores by geographic areas show very positive opinions of the technical education programs.

CHART VIII

Opinion of Technical Education Programs

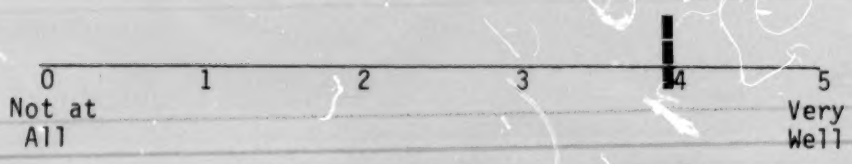


Programs Meeting Needs of Business/Industry

How well do you think the skills being taught in technical college programs are meeting the needs of business and industry? This was a question posed to the respondents and the average score of the 488 persons who replied to this question averaged 3.94 on a five-point scale. There was not much variation from group to group, with one or two exceptions, as may be seen in Table X. Among the non-education sub-groups, those in manufacturing scored a mean of 3.61 in response to this question about technical college skill programs meeting the needs of business and industry. Overall, all sub-groups displayed a high degree of satisfaction that the skills being taught in the technical colleges were meeting the needs of business/industry.

CHART IX

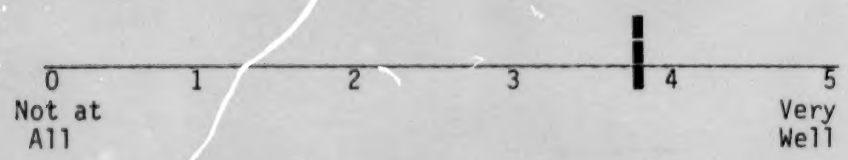
How Well Technical Programs Are
Meeting the Needs of Business/Industry



In response to the question "How well do you think the skills being taught in the vocational education programs are meeting the needs of business and industry?", the scores were high, with a mean value of 3.80. These data are found in Table XI. Manufacturing related respondents were

CHART X

How Well Vocational Programs Are
Meeting the Needs of Business/Industry



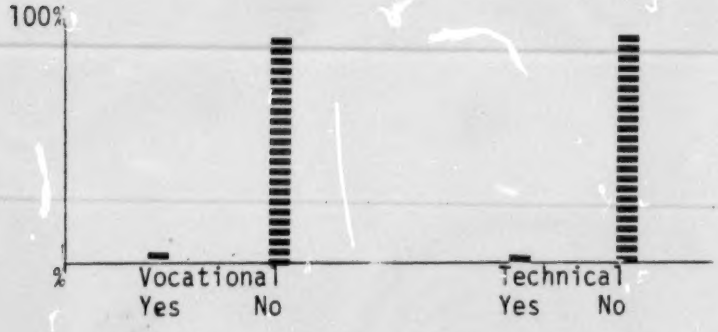
somewhat less satisfied than other non-education groups, yielding a score of only 3.3/. There was a noticeable difference between the non-educators on vocational education advisory committees (3.86) and non education members of technical education advisory committees (3.20). The range, when calculated by geographic areas, was from 3.34 for the lowest scoring area to 4.38 for the highest scoring area.

Should Programs be Replaced or Added?

The survey form offered respondents an opportunity to reply whether they thought any of the existing vocational or technical education programs should be replaced with some program of greater importance. Ninety-six percent (96%) replied no to this question about vocational education programs, and ninety-eight percent (98%) replied no to the same question about technical education programs. This was viewed as a very positive indication that the almost five hundred (500) respondents were satisfied with the existing program offerings. See Chart XI for these data.

CHART XI

Percent Who Think Some Programs Should be Replaced

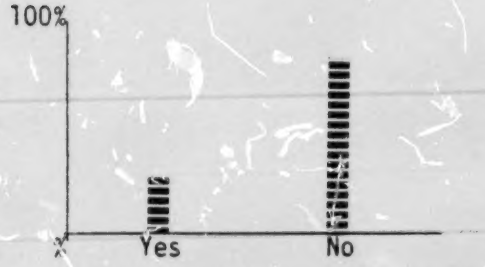


When asked if there were additional subjects or programs that should be taught in their geographic area, the response was very different. Of the four hundred eighty-five (485) persons who replied to this item, twenty-six percent (26%) indicated that they knew of additional programs that should be offered. The sub-group of persons in manufacturing, the sub-group that

had scored slightly less positively on earlier questions, averaged out scoring twenty-six percent (26%).Yes, the same as the average percent for all respondents. When viewed by the factor of whether the respondents were on an advisory committee or not a member of an advisory committee, it was interesting to observe that the non-advisory committee members were much less likely (16% Yes) to suggest other programs or course offerings. See Table XII for these data.

CHART XII

Percent Who Want Additional Programs



(Program level not specified)

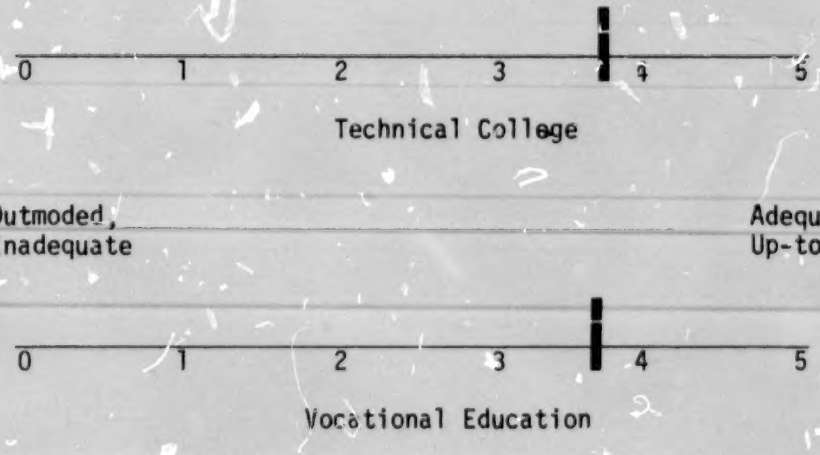
Each person who marked "Yes" to the above question was asked to name the additional subject. A large variety of subjects were named, ranging from the traditional, like carpentry or plumbing, to the newer technologies like computer applications or light wave technology. Without attempting a complete compilation in this report, the most frequent items dealt with computers, word processing, data processing and diesel, in approximately that order. Complete lists for each of the geographic areas have been compiled and will be offered to vocational or technical education administrators from the geographic areas on request.

Adequacy of Tools and Equipment

Equipment and tools used in vocational and technical education are not only subject to the same obsolescence factor as those used in business, but also are subjected to rapid wear due to being used in an instructional context. In an attempt to assess the public's perception of this situation, each respondent was asked to reply, on a 0 to 5 scale, his or her opinion to this question: "Are the tools and equipment being used for vocational and technical education adequate and up to date?"

CHART XIII

Tools and Equipment
Are Up-To-Date and Adequate



The opinion of all respondents of the technical college tools and equipment question scored 3.74 on the scale of 0 to 5 where 5 is high. This indicated a very good opinion of this item. The lowest scoring sub-group shown in tables XIII was that of the non-education affiliated members on the technical education advisory committees.(3.18). This possibly reflected their better knowledge of equipment and tools being used in business, and also their familiarity with the situation in the technical programs. The

highest scoring sub-group was the 25 or under age group with a mean score of 4.15. This possibly indicated their unfamiliarity with conditions in business and industry, and also a condition of being impressed with the equipment they are learning to use or operate.

In responding to their perception of the adequacy of tools and equipment used in the vocational education programs, the respondents' score values were similar to those in the above section. Refer to Table XIV. The average value was 3.69 for all respondents with the female group scores being noticeably higher (4.08) than were the scores for males (3.48). The younger age respondents, age 25 or under, rated this item much higher than any other sub-group, yielding an exceptionally high score of 4.35.

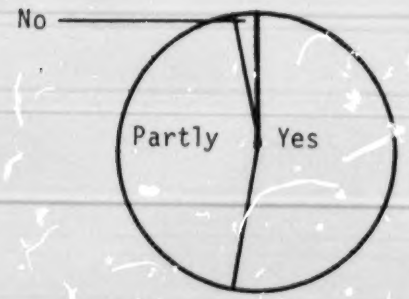
The opinions of the non-education respondents were viewed as having particular value on several items in the survey, including this question. The members of the technical education advisory committees who were not employed in education scored this item the lowest of any sub-group, yielding a mean value of only 2.99. The score of the vocational advisory committees (non education members) was very near the score for all respondents, with a value of 3.67. It was interesting to note that the non education respondents who were not on either type of advisory committee averaged 4.05, one of the very highest sub-groups shown in Table XIV. This appeared to indicate that those persons who are less closely involved with the programs are less aware of internal problems, such as aging and obsolescence of equipment.

Cooperation Between Business and Education

Each respondent was asked to indicate whether he or she thought there was adequate interaction and cooperation between vocational or technical education and business or industry. The opportunity was given to mark "Yes," "Partially" or "No" to this question. The data for this item are displayed in Table XV, with the tally of responses converted to percentages.

CHART XIV

Adequate Education:Business Cooperation



Of four hundred sixty-five (465) persons who replied, only three (3) percent of the total replied negatively, and fifty-three (53) percent replied "Yes." Analysis by sub-groups showed that the non education sub-group of manufacturing was less satisfied than the others with forty-four (44) percent answering "Yes," as may be seen in Table XV. Those with less educational attainment (less than high school), and the members of vocational education advisory committees who were not in education were the most satisfied answering "Yes." The percentage replies of the non education technical education advisory committees introduce a note of concern with only thirty-eight (38) percent replying Yes to adequate cooperation, although that group of eighty-three (83) persons should be, by design, well pleased. A note of caution is necessary, since that sub-group came from only three geographic locations.

If the respondent replied that he or she thought that cooperation was only partially adequate, or not adequate, then the related question to be answered was: "What additional assistance should be obtained from business and/or industry?" Each person who replied to this item marked an average of almost two (1.89) items, since they could reply to any that appeared appropriate to them.

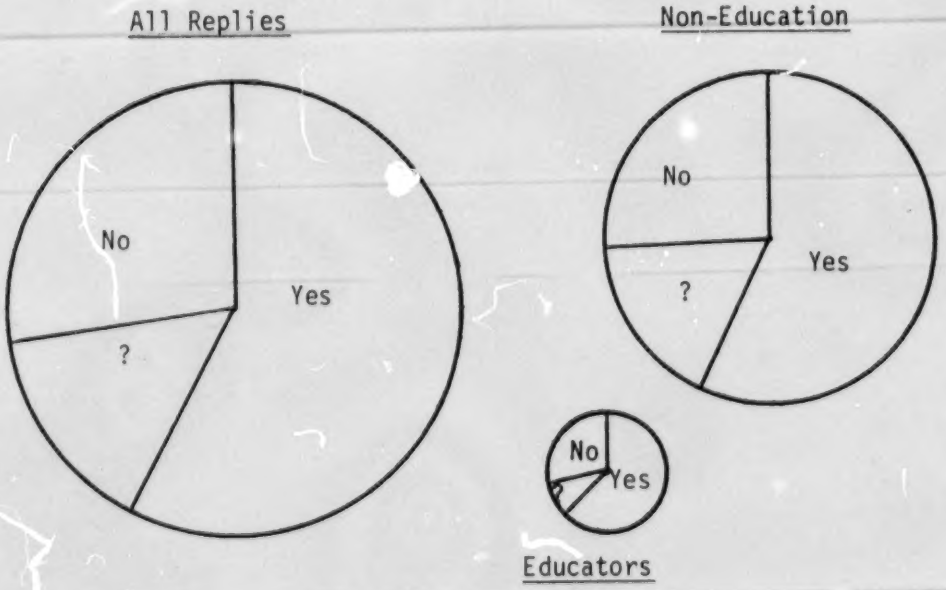
The most frequently checked item was "Advice from industry/business or agri-business" with sixty-one (61) percent responding to this statement. The other two most frequently checked items were "Cooperative student work stations" with 45.4%, and 44% indicated "Help in obtaining equipment." Comparison of the responses of non education persons with the entire group who could answer this item in Table XVI showed that the order of importance, and even the percentage of replies for each item was surprisingly similar for both groups.

Occupational Skill as a Requirement

High school students often fail to elect to enroll in any vocational education course, then find themselves without any particular employable skill when they graduate from high school. If they choose or need to enter employment without benefit of additional education, the recent student finds

CHART XV

Some Vocational Skill Should
Be A Requirement for High School
Graduation



him or herself in a disadvantageous position so far as gainful employment is concerned. A question on the survey form addressed this topic and asked if the respondent thought some occupational skill should be an additional requirement for graduation from high school. Question number 11 on the survey form in the Appendix of this report gives the question.

Nearly all of the participants in this survey responded to this question item with fifty-eight percent (58%) stating "Yes," that this should be an additional requirement. Twenty-seven percent (27%) replied "No," and fifteen percent (15%) were undecided. When analyzed by various sub-groups within the population of this study, nearly all were near sixty percent (60%) Yes, twenty-five percent (25%) No, and fifteen percent (15%) Undecided. From the display in Table XVII, it may be seen that the only group not reaching consensus were those with less than the High School Diploma level of education. Of particular significance, in the opinion of this writer, is that sixty-three percent (63%) of non education persons who also were not members of any local advisory committee indicated that, in their opinion, some occupational skill should be an additional requirement for high school graduation.

Advisory Committee Membership

Approximately six out of every ten who participated in this survey were members of either a vocational or technical education advisory committee, and the remaining four out of ten were not members. Table XVIII gives the display of percentages for this item.

More of the reported members of advisory committees stated they were associated with a technical education program than with vocational education. Since in some areas persons serve on joint advisory committees that provide

advice to technical and to vocational programs, it was necessary to recognize that "both" was a valid reply. These data are displayed in Table XIX.

CHART XVI

Percent Who Were Advisory Committee Member

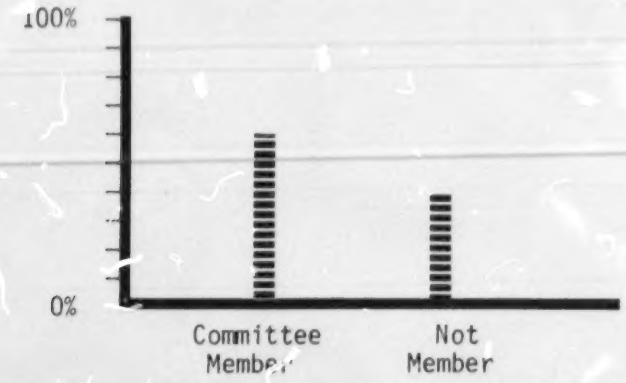
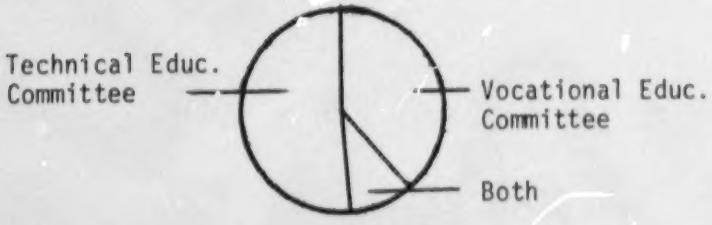


Table XX provides an interesting display, whereby it was possible to identify three distinct groupings of types of respondents. While there were fourteen (14) coded geographic areas treated in this survey, three (3) contained too few respondents to be considered except as a part of the total. Of the remaining eleven (11), one group of four geographic areas was composed almost entirely of persons who were on some type of vocational education advisory committee. Another grouping was made of areas where most of the respondents were members of some technical education advisory committee. A third grouping was identified where nearly all respondents were not advisory committee members. The display of this breakout, with the geographic areas identified only by code numbers, is shown in Table XX.

CHART XVII

Type of Advisory Committee

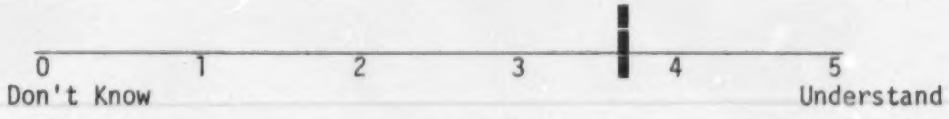


Understands Role of Advisory Committee

Persons who indicated that they were a member of an advisory committee were then asked to react to a question relating to their understanding of what the committee should be doing, and reply on a scale of 0 to 5 where 5 is full understanding. The weighted mean score to this item was 3.71, a very acceptable score. There was a noticeably higher weighted score for the grouping of vocational advisory committees (3.99) than for the technical education advisory committee members (3.66). The reader should be cautioned that the small number of geographic areas is too small to permit generalization, and both groups provided very respectably high scores. Table XXI.

CHART XVIII

Understanding of Advisory Committee Functions



Although the numbers were small, two sub-groups within the education field were calculated. The administrators predictably showed a higher score (4.28) than did the instructors. Again, both were very respectable scores where a scale of 0 to 5 makes a "five" the highest possible reply.

Advisory Committees Represent Business

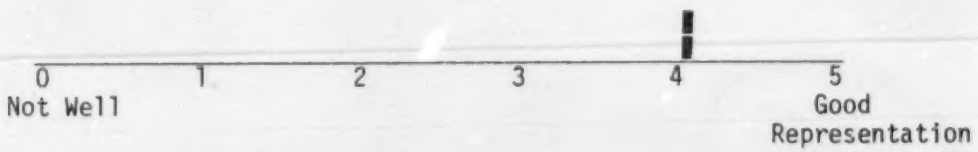
The intent of establishing and maintaining local advisory committees is to obtain input into the programs from an adequate representation of business in the area. Consequently, there was interest in obtaining the

members perception of whether they believed the local committees provided adequate business representation.

The calculated mean score to the item of adequate representation was 4.05, a very high score. While there was some variation in scores among geographic areas, all of the scores were sufficiently high to entitle local administrators to compliments in this regard.

CHART XIX

Committee Represents Business and Industry



Satisfaction with Advisory Committee Advice

When properly utilized, advisory committees can be a source of satisfaction to the members and a valuable resource to the programs. If poorly managed, committees can be a source of irritation to the educators and a matter of frustration to members. In an indirect approach to get at some indication of Committee effectiveness, members were asked how satisfied they were with the advice or assistance their advisory committee had been able to provide during the past year.

The score for being satisfied with the advice was 3.78 for the total group, a very creditable showing. Those in education appeared slightly more pleased even than those non education committee members (3.97 versus 3.71). There was, expectedly, variation from area to area, with the highest scoring area yielding an exceptionally high 4.58 on the 5 point scale.

Even the lowest scoring of the seven (7) areas displayed a respectable score of 3.52. These data may be more clearly understood by reference to Table XXIII.

CHART XX

Satisfaction With Advice/Assistance
Provided by Committee

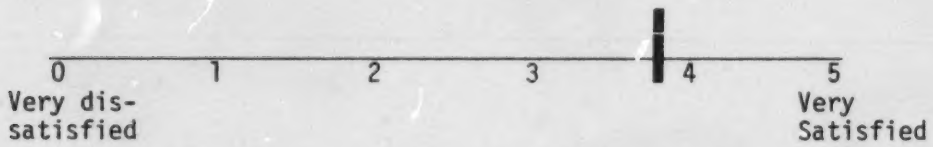


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Table I

Respondents by Age Group

Age Group	Number	Percent
18 or Under	24	4.9 %
19 - 25	38	7.8
26 - 39	149	30.7
40 - 49	122	25.1
50 - 59	116	23.9
60 or over	37	7.6
Total	486	100.0 %

Table II

Employment/Occupation of Respondents

Group or Sub-Group	Number		Percent	
Public School	84		17.3%	
Technical College	10		2.1	
Other College or Education	28		5.7	
Sub Total of all in Education		122		25.1
Not in Education	364		74.9	
Total		486		100.0%

Table III

Composition of Respondents Not in Education by Occupational Area

Non-Education Sub-Group	Number	Percent of Non-Education	Percent of All Respondents
Manufacturing	128	35.2 %	26.3 %
Marketing	30	8.2	6.2
Farming/Agri-Business	12	3.3	2.5
Other Business,Self-Employed	35	9.6	7.2
Other Business, Employee	69	19.0	14.2
Retired	13	3.5	2.6
Homemaker	12	3.3	2.5
Other	65	17.9	13.4
Total	364	100.0 %	74.9 %

Table IV

Highest Educational Level Completed

Educational Level	Number	Percent
Less than High School	42	8.5 %
High School Graduate	125	25.4
Tech or Junior College (14 Yr.)	97	19.7
Bachelors Degree	147	29.9
Masters Degree or Higher	81	16.5
Total	492	100.0 %

Table V

Familiarity With Voc/Tec Programs

Experience	Number	Percent
I, or someone in family, completed some program.	221	44.2 %
Have employed or supervised Voc/Tec graduate(s).	235	47.0
Have moderate familiarity with programs.	246	49.2
Have little or no familiarity with Voc/Tec programs	36	7.2 %

Table VI

Public Knowledge About Vocational Education
Scale of 0 to 5 Where 5 is High

Category	Number	Mean ($\bar{x}$)
All Respondents	494	3.08
Education	121	2.89
Non-Education	360	3.14
By Age:		
18 or Under	24	2.83
19 - 25	38	3.10
26 - 39	148	2.93
40 - 49	121	3.28
50 - 59	113	3.16
60 or Over	36	3.08
By Advisory Committee Affiliation:		
Vocational Education Advisory Committee	90	3.23
Technical Education Advisory Committee	176	3.32
Not Members of Advisory Committee	210	3.04

Table VII

Public Knowledge About Technical Education
Scale of 0 to 5 Where 5 is High

Category	Number	Mean($\bar{x}$)
All	491	3.42
Education	120	3.24
Non-Education	358	3.48
By Age:		
18 or Under	24	3.45
19 - 25	38	3.92
26 - 39	146	3.32
40 - 49	120	3.37
50 - 59	113	3.46
60 - or Over	36	3.44
By Advisory Committee Affiliation:		
Vocational Education Advisory Committee	89	3.19
Technical Education Advisory Committee	176	3.52
Not Members of Advisory Committee	208	3.46

Table VIII

Opinion of Vocational Education Programs
by Number and Score
on Scale of 0 - 5 Where 5 is High

Group or Sub-Group	Number	Mean ($\bar{x}$) Score
All Respondents	495	4.18
Males	334	4.07
Females	158	4.39
Educators/Students	120	4.38
Non-Educators	362	4.10
By Age:		
18 or Under	24	4.42
19 - 25	38	4.39
26 - 39	148	4.11
40 - 49	121	4.18
50 - 59	114	4.11
60 or Over	36	4.31
Non-Education Respondents by Advisory Committee Affiliation:		
Vocational Education Advisory Committees	28	4.21
Technical Education Advisory Committees	85	3.49
Not Members of Advisory Committees	68	4.24

Table IX

Opinion of Technical Education Programs
by Number and Score
on Scale of 0 to 5 Where 5 is High

Group or Sub-Group	Number	Mean ($\bar{x}$) Score
All Respondents	486	4.13
Males	328	4.06
Females	156	4.28
Educators/Students	121	4.16
Non-Educators	353	4.10
By Age:		
18 or Under	24	3.79
19 - 25	38	4.13
26 - 39	146	4.18
40 - 49	117	4.13
50 - 59	112	4.13
60 or Over	36	4.22
Non-Education Respondents by Advisory Committee Affiliation:		
Vocational Education Advisory Committees	28	4.00
Technical Education Advisory Committees	85	4.02
Not Members of Advisory Committees	67	4.03
Geographic Area Groups:		
Highest	62	4.27
Lowest	17	3.88

Table X

Opinions of How Well the Technical College Programs are Meeting the Needs of Business and Industry by Number and Score on Scale of 0 to 5 Where 5 is High

Group or Sub-Group	Number	Mean ($\bar{x}$) Score
All Respondents	488	3.94
Educators/Students	120	3.98
Non-Educators	354	3.94
Selected Non-Education Groups:		
Manufacturing	126	3.61
Marketing	29	4.10
Other Business, Employer	34	4.12
Other Business, Employee	67	4.12
Non-Education Respondents by Advisory Committee Affiliation:		
Vocational Education Advisory Committees	27	3.78
Technical Education Advisory Committees	85	3.68
Not Advisory Committee Member	66	3.76
Geographic Area Groups		
Highest	11	4.09
Lowest	31	3.68

Table XI

Opinions of How Well the Vocational Education Programs are Meeting the Needs of Business and Industry by Number and Score on Scale of 0 - 5 Where 5 is High

Group or Sub-Group	Number	Mean ($\bar{x}$) Score
All Respondents	486	3.80
Educators/Students	118	3.97
Non-Educators	355	3.73
Selected Non-Education Groups:		
Manufacturing	125	3.39
Marketing	29	3.97
Other Business, Employer	35	3.91
Other Business, Employee	67	4.01
Non-Education Respondents by Advisory Committee Affiliation:		
Vocational Education Advisory Committees	28	3.86
Technical Education Advisory Committees	84	3.20
Not Advisory Committee Member	65	3.88
Geographic Area Groups:		
Highest	30	4.33
Lowest	64	3.34

Table XII

Number and Percent of Respondents
Who Think Additional Programs Should
be Offered

Group or Sub-Group	Number	Percent Yes	Percent No
All Respondents	485	26 %	74 %
Educators/Students	119	34	66
Non-Education	353	23	77
Selected Non-Education Groups:			
Manufacturing	125	26	74
Marketing	29	17	83
Agri-Business	12	50	50
Other Business, Employer	32	22	78
Other Business, Employee	68	24	76
Advisory Committee Affiliation:			
Vocational Education Advisory Committees	90	38	62
Technical Education Advisory Committees	172	32	68
Not Advisory Committee Member	205	16	84 %

Table XIII

Public Opinion of the Adequacy
of Tools and Equipment Used for Instruction
in the Technical Colleges

Group or Sub-Group	Number	Mean ($\bar{x}$) Score
All Respondents	440	3.74
Educators/Students	111	3.61
Non-Educators	318	3.77
Male	295	3.61
Female	143	3.99
Selected Age Groups:		
25 or Under	59	4.15
40 to 59	209	3.66
Non-Education Respondents by Advisory Committee Affiliation:		
Vocational Education Advisory Committees	27	3.74
Technical Education Advisory Committees	83	3.18
Not Advisory Committee Member	54	3.85

Table XIV

Public Opinion of the Adequacy
of Tools and Equipment Used for Instruction
in the Vocational Programs

Group or Sub-Group	Number	Mean ($\bar{x}$) Score
All Respondents	442	3.69
Educators/Students	115	3.58
Non-Education	315	3.70
Male	295	3.48
Female	145	4.08
Selected Age Groups:		
25 or Under	60	4.35
40 to 59	210	3.31
Non-Education Respondents by Advisory Committee Affiliation:		
Vocational Education Advisory Committees	27	3.67
Technical Education Advisory Committees	76	2.99
Not Advisory Committee Member	56	4.05

Table XV

Opinions of the Adequacy of Cooperation Between Occupational Programs and Business

Group or Sub-Groups	Number	Percent Yes	Percent Partial	Percent No
All Respondents	465	53 %	44 %	3 %
Educators/Students	117	47	51	2
All Non-Education Respondents	336	56	41	3
Selected Non-Education Groups:				
Manufacturing	120	44	50	6
Marketing	29	69	31	0
All Other Non-Education	187	62	36	2
Selected Educational Level:				
Less than High School	34	74	26	0
High School Graduate	113	57	40	3
Associate Degree Level or More	312	50	47	2
Selected Geographic Areas:				
Highest Area (#05)	27	70	30	0
Lowest Area (#06)	20	45	45	10
Non-Education Respondents by Advisory Committee Affiliation:				
Vocational Education Advisory Committee	27	78	22	-
Technical Education Advisory Committee	83	38	57	5
Not Advisory Committee Member	59	58 %	37 %	5 %

Table XVI

Types of Assistance That Occupational Education Programs Should Seek from Business or Industry

Types of Assistance	All		Non-Education	
	Number	Percent	Number	Percent
Cooperative Student Work Station	99	45.4 %	67	45.3 %
Help in Obtaining Equipment	96	44.0	62	41.9
Help in Obtaining Supplies	71	32.6	45	30.4
Advice from Business or Industry	133	61.0	84	58.8
Other Types	14	6.4 %	12	8.1 %
Total for Group	218		148	

Note: Totals for Number or Percent will not add to 100 % since respondents could mark more than one item.

Table XVII

Opinion of Respondents to Hypothetical Question of Vocational Skill As a Requirement for High School Graduation

Group or Sub-Group	Number	Percent Yes	Percent No	Percent Undecided
All Respondents	475	58 %	27 %	15 %
Males	325	58	29	13
Females	150	57	23	20
Education/Students	115	62	29	9
Non-Education (Total)	349	57	26	17
Selected Non-Education Groups:				
Manufacturing	123	59	27	14
Marketing	28	68	32	-
Other Business,Employer	35	63	20	17
Other Business, Employee	66	50	18	32
Education Level:				
Less Than High School	36	39	33	28
High School	118	63	19	18
14th Grade (Assoc. Degree)	95	61	28	11
College Degree	142	54	28	18
Masters Degree or Higher	79	60	32	8
Non-Education Respondents by Advisory Committee Affiliation:				
Vocational Education Advisory Committee	28	68	25	7
Technical Education Advisory Committee	85	55	31	14
Not Member of Advisory Committee	59	63 %	24 %	13 %

Table XVIII

Affiliation of Respondents
As Members of Vocational or Technical
Education Advisory Committees

Group	Number	Percent Yes	Percent No	Percent Don't Know
All Respondents	484	59	40	1

Table XIX

Respondents Who Were Members
of Advisory Committee

Group	Number	Vocational Committee Percent	Technical Committee Percent	Both Types Percent	Not Either Percent
All Respondents	468	22.7 %	30.1 %	6.2 %	41.0 %
Members of An Advisory Committee	279	38.0	50.5	10.4	1.1

Table XX

Respondents by Geograpnic
Area and by Advisory Committee Membership

Geographic Area Code	Number	Percent of N Reply Yes Advisory Committee Member	Percent on Vocational or Both	Percent on Technical or Both	Percent Not Members
Areas Where Respondents Were Mostly Vocational Education Advisory Committee Member					
#02	33	97 %	94 %		
#03	27	56	100		
#09	17	65	100		
#13	12	100	100		
Areas Where Respondents Were Mostly Technical Education Advisory Committee Member					
#01	63	97		84	
#06	23	91		57	
#11	89	94		79	
Areas Where Respondents Were Mostly Not Members					
#05	30				73 %
#08	62				97
#10	48				67
#12	62				77
Areas With Too Few Respondents to Assess					
#04	4				
#07	11				
#14	3				

Table XXI

Extent of Understanding
the Role of Advisory Committee
on a Scale of 0 - 5, Where 5 is High

Group or Sub-Group	Number	Mean ($\bar{x}$) Score	Weighted Mean Score
All Committee Members	27	3.71	
Vocational Education Advisory Committee Members			
#02	32	3.66	
#03	15	4.00	
#09	9	3.89	
#13	12	4.58	
			3.99
Technical Education Advisory Committee Members			
#01	61	3.54	
#06	21	3.81	
#11	81	3.72	
			3.66
Educators - Administrators	18	4.28	
Educators - Instructors	42	4.02	

Table XXII

Perception That Advisory Committee
Properly Represents Business/Industry

Group or Sub-Group	Number	Mean ($\bar{x}$) Score	Weighted ($\bar{x}$) Score
All Respondents	273	4.05	
Geographic Area,Code:			
02	32	4.02	
03	15	3.73	
09	9	4.00	
13	12	4.50	
Vocational Committees	68		4.07
01	60	4.05	
06	21	3.81	
11	80	4.16	
Technical Committees	161		4.07
Educators - Administrators	18	4.33	
Educators - Instructors	42	4.10	

Table XXIII

Satisfaction With Advice or Assistance
Provided by Advisory Committee

Group or Sub-Group	Number	Mean ($\bar{x}$) Score	Weighted ($\bar{x}$) Score
All Respondents	271	3.78	
Educators:			
Administrators	18	3.94	
Instructors	42	3.98	
Sub-Total	60		3.97
Non-Education Members	207	3.71	
Geographic Area Code:			
02	30	3.80	
03	15	3.73	
09	8	4.13	
13	12	4.58	
Vocational Committees	65		3.97
01	60	3.78	
06	21	3.52	
11	81	3.63	
Technical Committees	162		3.67

State of South Carolina

Office of the Governor

RICHARD W. RILEY
GOVERNOR

POST OFFICE BOX 11450
COLUMBIA 29211

STATEMENT OF SUPPORT

The State Advisory Council on Vocational and Technical Education is engaged in obtaining opinions and suggestions from the general public during February of 1982. This is being accomplished through a series of meetings during the Vocational Education Week and the remainder of February in which the public can complete a survey form and add additional comments. These opinions will be tabulated and studied by the State Advisory Council.

I commend this activity, and encourage each and every citizen who may have the opportunity to respond to the survey form. This is an excellent example of public participation. I have repeatedly expressed support for public participation in our educational system, most recently in my State of the State Address on January 19 and in my address at the Governor's Conference on Education in Columbia on January 20, 1982.

Especially, in this age of economic uncertainty and increasing technology, public participation is vital to continued progress in our excellent programs of vocational education and technical education. This is another opportunity for you to have a positive influence. I assure you that I, as Governor of this fine State, and the appropriate State Boards look forward to the results of this survey.

Please accept my invitation to assist the State Advisory Council to fulfill their responsibilities by completing this survey form. This will be a means for you to participate so that your opinion and suggestions can contribute to the improvement of vocational and technical education.

Dick Riley

January 27, 1982 RICHARD W. RILEY

LETTER OF ENDORSEMENT

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